

Greenbrier Elementary

853 Log Shoals Road
Greenville, South Carolina 29607

Grades	K-5 Elementary School	
Enrollment	645 Students	
Principal	Philip L. Edge	864-355-5300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	37	12	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes
2006	Average	Unsatisfactory	No

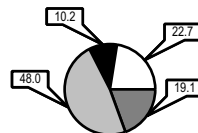
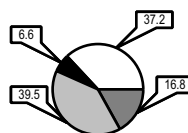
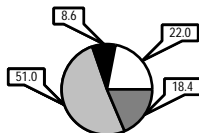
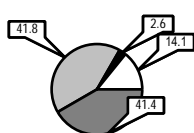
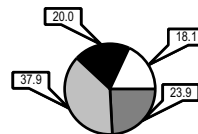
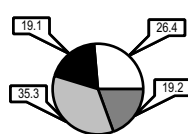
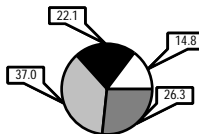
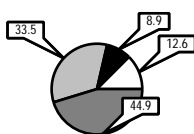
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

91.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	333	99.7	14.1	41.8	41.4	2.6	55.3	Yes	Yes
Gender									
Male	169	99.4	17.0	40.5	40.5	2.0	56.2	N/A	N/A
Female	164	100.0	11.3	43.0	42.4	3.3	54.3	N/A	N/A
Racial/Ethnic Group									
White	156	100.0	7.9	35.8	52.3	4.0	67.5	Yes	Yes
African American	144	100.0	21.0	47.6	29.8	1.6	40.3	Yes	Yes
Asian/Pacific Islander	12	100.0	18.2	54.5	27.3	0.0	36.4	I/S	I/S
Hispanic	20	95.0	17.6	41.2	41.2	0.0	64.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	255	99.6	9.8	40.2	46.6	3.4	61.5	N/A	N/A
Disabled	78	100.0	28.6	47.1	24.3	0.0	34.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	333	99.7	14.1	41.8	41.4	2.6	55.3	N/A	N/A
English Proficiency									
Limited English Proficient	25	96.0	18.2	63.6	18.2	0.0	36.4	I/S	I/S
Non-Limited English Proficient	308	100.0	13.8	40.1	43.3	2.8	56.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	110	100.0	25.6	45.6	28.9	0.0	40.0	Yes	Yes
Full-pay meals	223	99.6	9.3	40.2	46.7	3.7	61.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	333	100.0	22.0	51.0	18.4	8.6	43.4	Yes	Yes
Gender									
Male	169	100.0	18.3	52.3	16.3	13.1	47.7	N/A	N/A
Female	164	100.0	25.8	49.7	20.5	4.0	39.1	N/A	N/A
Racial/Ethnic Group									
White	156	100.0	13.2	47.0	27.2	12.6	56.3	Yes	Yes
African American	144	100.0	32.3	54.8	9.7	3.2	31.5	Yes	Yes
Asian/Pacific Islander	12	100.0	18.2	45.5	9.1	27.3	36.4	I/S	I/S
Hispanic	20	100.0	29.4	58.8	11.8	0.0	23.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	255	100.0	15.4	51.3	22.6	10.7	50.4	N/A	N/A
Disabled	78	100.0	44.3	50.0	4.3	1.4	20.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	333	100.0	22.0	51.0	18.4	8.6	43.4	N/A	N/A
English Proficiency									
Limited English Proficient	25	100.0	18.2	63.6	13.6	4.5	31.8	I/S	I/S
Non-Limited English Proficient	308	100.0	22.3	50.0	18.8	8.9	44.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	110	100.0	35.6	44.4	16.7	3.3	30.0	Yes	Yes
Full-pay meals	223	100.0	16.4	53.7	19.2	10.7	49.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	332	99.7	37.0	39.6	16.8	6.6	23.4
Gender							
Male	168	99.4	34.2	36.2	18.4	11.2	29.6
Female	164	100.0	39.7	43.0	15.2	2.0	17.2
Racial/Ethnic Group							
White	156	100.0	23.2	43.7	23.2	9.9	33.1
African American	144	100.0	54.8	30.6	12.1	2.4	14.5
Asian/Pacific Islander	11	100.0	40.0	40.0	0.0	20.0	20.0
Hispanic	20	95.0	29.4	64.7	5.9	0.0	5.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	254	99.6	30.9	40.8	20.6	7.7	28.3
Disabled	78	100.0	57.1	35.7	4.3	2.9	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	332	99.7	37.0	39.6	16.8	6.6	23.4
English Proficiency							
Limited English Proficient	24	95.8	47.6	42.9	9.5	0.0	9.5
Non-Limited English Proficient	308	100.0	36.2	39.4	17.4	7.1	24.5
Socio-Economic Status							
Subsidized meals	110	100.0	53.3	33.3	10.0	3.3	13.3
Full-pay meals	222	99.5	30.0	42.3	19.7	8.0	27.7

Social Studies							
All Students	332	99.7	22.4	48.2	19.1	10.2	29.4
Gender							
Male	168	99.4	18.4	44.7	21.1	15.8	36.8
Female	164	100.0	26.5	51.7	17.2	4.6	21.9
Racial/Ethnic Group							
White	156	100.0	13.2	44.4	26.5	15.9	42.4
African American	144	100.0	33.1	50.8	12.9	3.2	16.1
Asian/Pacific Islander	11	100.0	30.0	40.0	10.0	20.0	30.0
Hispanic	20	95.0	17.6	70.6	5.9	5.9	11.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	254	99.6	17.2	48.1	21.9	12.9	34.8
Disabled	78	100.0	40.0	48.6	10.0	1.4	11.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	332	99.7	22.4	48.2	19.1	10.2	29.4
English Proficiency							
Limited English Proficient	24	95.8	33.3	52.4	4.8	9.5	14.3
Non-Limited English Proficient	308	100.0	21.6	47.9	20.2	10.3	30.5
Socio-Economic Status							
Subsidized meals	110	100.0	33.3	50.0	11.1	5.6	16.7
Full-pay meals	222	99.5	17.8	47.4	22.5	12.2	34.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	96	100.0	10.5	30.2	55.8	3.5	59.3
	4	98	100.0	13.8	52.1	34.0	0.0	34.0
	5	102	100.0	21.1	62.1	16.8	0.0	16.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	118	100.0	10.5	27.6	54.3	7.6	61.9
	4	107	99.1	14.3	46.9	38.8	0.0	38.8
	5	108	100.0	17.8	51.5	30.7	0.0	30.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	96	100.0	11.6	62.8	19.8	5.8	25.6
	4	98	100.0	19.1	36.2	31.9	12.8	44.7
	5	102	100.0	24.2	52.6	15.8	7.4	23.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	118	100.0	21.9	55.2	20.0	2.9	22.9
	4	107	100.0	23.5	45.9	21.4	9.2	30.6
	5	108	100.0	20.8	51.5	13.9	13.9	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	96	100.0	23.3	52.3	23.3	1.2	24.4
	4	98	100.0	29.8	38.3	21.3	10.6	31.9
	5	102	100.0	30.5	48.4	11.6	9.5	21.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	117	100.0	41.3	46.2	11.5	1.0	12.5
	4	107	99.1	32.7	36.7	21.4	9.2	30.6
	5	108	100.0	36.6	35.6	17.8	9.9	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	96	100.0	12.8	52.3	25.6	9.3	34.9
	4	98	100.0	13.8	52.1	27.7	6.4	34.0
	5	102	100.0	31.6	50.5	12.6	5.3	17.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	117	100.0	21.2	47.1	24.0	7.7	31.7
	4	107	99.1	21.4	50.0	20.4	8.2	28.6
	5	108	100.0	24.8	47.5	12.9	14.9	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 645)				
First graders who attended full-day kindergarten	93.9%	Up from 70.0%	100.0%	100.0%
Retention rate	3.1%	Down from 4.6%	2.0%	2.8%
Attendance rate	97.4%	No change	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	15.4%	Down from 16.9%	18.0%	10.4%
On academic plans	37.3%	N/AV	24.7%	33.6%
On academic probation	19.4%	N/AV	1.8%	1.0%
With disabilities other than speech	12.5%	Down from 13.1%	7.5%	7.5%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	51.3%	Down from 52.8%	57.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	79.5%	Down from 80.3%	88.7%	87.3%
Teacher attendance rate	93.5%	Down from 93.7%	94.6%	94.9%
Average teacher salary	\$42,843	Down 0.6%	\$44,027	\$42,485
Prof. development days/teacher	13.6 days	Up from 8.4 days	11.9 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 20.9 to 1	20.2 to 1	18.6 to 1
Prime instructional time	88.3%	Down from 88.9%	90.3%	89.7%
Dollars spent per pupil*	\$5,235	Down 7.3%	\$5,936	\$6,557
Percent of expenditures for teacher salaries*	66.5%	Down from 68.6%	65.8%	64.0%
Percent of expenditures for instruction*	70.3%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We at Greenbrier Elementary School envision a school where students are actively engaged in learning, high expectations are held by all, respect is reflected in all decisions and actions, and commitment to collaboration is evident. The tenets that drive our efforts as a learning community are supported by our mission, values, and beliefs. Among our beliefs are that all children are unique and have the ability to learn; all children should be challenged; and the cooperation of home, school, and community is necessary in the educational process. We also believe that curriculum, instruction, assessment, and the learning environment must complement each other in order to create a comprehensive learning organization that understands, cares about, and works for students.

As we continue to promote academic excellence at all levels of our organization, we are working to raise the academic challenge and performance of each student. Strategies that support both student achievement and student ownership of learning include the Learning Focused Schools Project, Every Day Counts Calendar Math, and Greenbrier's writing initiatives. The teaching staff facilitating these programs is comprised of highly skilled and committed educators dedicated to ensuring the academic, social, physical, and emotional growth of every child enrolled at Greenbrier. The faculty members at Greenbrier keep abreast of the latest methods of delivering instruction, and take advantage of staff development opportunities that are offered in the district and through a nearby university, in addition to attending conferences. Recognizing that students learn in different ways, teachers are encouraged to try a variety of instructional strategies to address the different learning styles of students.

Acknowledging the increasing volume of data available to us, we strive to craft opportunities within the context of the school day to more effectively study, analyze, and use that data to impact student learning. Teachers are encouraged to work together not only in grade level teams, but also across grade level to ensure a sensible continuum of learning is in place for all students. The teams are designed to ensure that every member of our faculty is teaching to the standards and that we are constantly aware of what we expect our students to learn, what they have learned, and how we will address the needs of those who are not learning.

We are proud of the progress made through the collaborative efforts of the Greenbrier Learning Community during the 2005-2006 academic term including meeting the Adequate Yearly Progress criteria as stipulated in the No Child Left Behind legislation and receiving accreditation by the Southern Association of Colleges and Schools committee.

Mr. Philip Edge, Principal
Mr. Harold Moore, SIC Chairperson.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	105	86
Percent satisfied with learning environment	89.5%	78.4%	90.5%
Percent satisfied with social and physical environment	92.1%	76.9%	89.3%
Percent satisfied with school-home relations	92.1%	87.5%	86.9%

*Only students at the highest elementary school grade level at this school and their parents were included.